

A Teacher's Guide For Planning Field Trips



Frontier Culture Museum

FIELD TRIP GUIDE

The Frontier Culture Museum has committed itself to helping Virginia schools enhance their understanding of early history that impacts both the state of Virginia as well as the nation. In order for students to have a meaningful and successful learning experience while visiting the Museum, the following preparatory materials have been included.

Introduction to the Frontier Culture Museum

The Frontier Culture Museum is an outdoor, living-history museum and educational institution of the Commonwealth of Virginia. The Museum currently features six permanent, outdoor exhibits comprised of original farm buildings from Ireland, England, Germany, and Virginia. These buildings have been carefully documented, dismantled, transported to Virginia, and restored. The Museum's exhibits serve as the settings for interpretative and educational programs designed to increase public knowledge of the diverse Old World origins of early immigrants to America, of how these immigrants lived in their homelands, how they came to America, and how the way-of-life they created together on the American frontier has shaped the success of the United States. The Museum's plans for the future include the expansion of its exhibits and programs to include a American-Indian and West African exhibits, a working grist mill, and mid-1800s American village.

Using the Museum as an Extended Classroom

The Museum offers a unique opportunity for teachers to use our exhibits as an extension of the classroom. This self-guided option gives teachers the freedom to focus more clearly on topics of European history (British history, Irish history and German history), and early American/Virginian history, as well as other lessons geared towards creative writing projects and art. Please see the *Museum as a Classroom* guidebook.



PREPARING YOUR STUDENTS

I. Assess what your students know

Create a chart in the classroom of topics you covered that are relevant to what they might learn at the Museum.

II. Research and Gather

Students can research different areas of history that are covered at the Museum. Encourage the students to look for primary sources as well as the Frontier Culture Museum website.

III. What do the students want to learn while visiting the museum?

Depending on your focus, the museum covers 17th and 18th C. Europe as well as the settlement west of the Blue Ridge Mountains.

Have the students create a list of questions or topics to bring with them during their tour. The students are welcome to ask questions of the interpreters to find more specific answers.

Historical Themes Represented at the Museum

- 17th and 18th C. European History i.e. Great Britain and Germany
- 17th and 18th C. European Architecture
- 18th and 19th C. Early American Architecture
- Daily lives of 17th and 18th C. European and Early Americans
- Historic Woodworking
- Settlement west of the Blue Ridge Mountains
- Fiber processing
- European Immigration to Early America
- Historic Food ways

PLANNING YOUR FIELD TRIP

Your Field Trip at the Frontier Culture Museum can either be Self-Guided or Guided.

VISIT THE MUSEUM We recommend that you visit the Museum before hand to help you decide what you want your students to see and learn as well as get a feel for the time.

CHOOSE A FOCUS Your visit should be an extension of the classroom. Decide carefully which of the many focus you would like to cover. If time permits, you may choose more than one.

DRESS The Frontier Culture Museum is an outdoor living history Museum, therefore it is important that students dress for the current weather.

LUNCH Your group may eat at the Cochran Pavilion or at our picnic area near the Octagonal Barn.

SHOPPING The Museum has a wonderful store with great gift ideas and children's section. If your group plans to shop, please allow 20 minutes and chaperone them in small groups.

CHAPERONES The Museum recommends 1 chaperone per 5 pre k-2nd and 1 chaperone for every 10 students above 3rd grade. This is to ensure safety and accessibility to small exhibits.

CONFIRMATION You will receive a confirmation by mail stating the approximate cost and schedule for that day. Please review this carefully and make any necessary changes before arrival.

ARRIVAL Please plan on arriving at least 15 minutes prior to your tour. This will give you time to organize your groups/chaperones, restroom break and for check-in.



A FOCUSED FIELD TRIP

The Frontier Culture Museum has a wide variety of fascinating information and history. With that said, it is our mission to make sure that you have a meaningful learning experience. This can be achieved by preparing your students prior to the visit. We have included some examples of pre-visit activities on the following pages.

The Museum's educational programs are centered on key Virginia Standards of Learning (VA SOLs). When choosing a program, check to see if the program matches your study and the VA SOL you are focusing on. If you need assistance with this, please call the Education Department at the Museum.

Each of the focuses offered has a theme and objective that is supported by classroom learning. Each focus concentrates on very specific areas of the Museum, rather than seeing all the sites in little time. During these focus programs, students will have the opportunity to touch, see, smell, and use all their senses to be active learners. With the proper preparation, a field trip to the Frontier Culture Museum can be more than fun, it can be meaningful.

Questions to help you prepare for your museum visit:

1. How will the Museum focus fit into my classroom studies?
2. What do I want the students to learn during the visit?
3. How will the students record what they have learned?
4. How will information be processed and analyzed?



CHOOSING A FOCUS

The Frontier Culture Museum has a wide variety of programs from which to choose. Decide what program best suits your educational needs.

Farming and Food

Discover how America's early immigrants lived off the land. Learn about historical cooking methods, utensils and tools used in food preparation. This program will take you from the fields to the kitchen.

Daily Life

Immerse in daily chores in the house and barn. Find out how clothes were made, and houses built, as well as good ole' fashion fun. Learn how communities organized and the challenges they faced.

Tools

See how tools of yesterday have developed into tools of today. Discover how various tools were used and their origins. Come see and participate in various projects with our interpretive staff.

Animals and Farm Chores

Learn the origins and history of the rare breeds the Museum has preserved over the years. Find out the importance of these animals and the important role they played. Feed and interact with the many different farm animals.

Immigration/Emigration

Uncover the many reasons why early immigrants settled on the new frontier. Learn about their past in Europe, the events that led them to emigrate and why they chose to come to America. Discover how these immigrants and emigrants contributed to the American culture.

Holidays in History

Learn how Christmas was really celebrated. Wassail on the 1600s English Farm, learn the origins of the Christmas tree on the German Farm, learn why the Ulster Scots refused to celebrate Christmas on the Irish Farm, and Belsnickle on the 1800s American Farm.

CURRENT EXHIBITS

GERMAN EXHIBIT

CIRCA 1710, Once Located in the Rhineland-Palatinate Region.

The Museum's German farm originally stood in the small farming village of Hordt, located in the Rhineland-Palatinate region of Germany. The peasant farmhouse was one of the oldest surviving houses in Hordt, dating back to 1688. The house and barns show fachwerk or timber-frame building. The roofs are constructed using clay tile. The second barn is the Hayna barn which helps to illustrate the typical arrangement of buildings in a village setting.

IRISH EXHIBIT

CIRCA 1730, Once Located in County Tyrone & County Fermanagh, Northern Ireland

The Irish farm buildings came from Northern Ireland, near the village of Drumquin, in County Tyrone. They show a traditional architectural form. The thatched one story stone farmhouse was typical in Ulster during the 18th and 19th C. The double sandstone walls have a cavity filled with rubble and are whitewashed inside and out. The blacksmith's forge is from County Fermanagh, Northern Ireland.

ENGLISH EXHIBIT

CIRCA 1690, Once Located in Worcestershire, England

The English farm buildings came from two locations in England. The farmhouse is from the West Midlands, in Worcestershire, and dates to 1630. The house has leaded glass windows, a roof of clay tiles, and elaborate Jacobean chimneys. The open cattle shed on the hill is from West Sussex near Petworth, England.

EARLY AMERICAN EXHIBIT

CIRCA 1773, Historically Augusta County (Present Rockingham County) VA

CIRCA 1850, Botetourt County, VA

The Bowman House originally stood in northern Rockingham County, Virginia. The oldest section of the house dates to 1773 and was built either by or for a naturalized German immigrant named Georg Baumann who purchased 260 acres of land in what was then Augusta County in 1772. Baumann arrived in America in 1751, and lived in Berks County, Pennsylvania until the early 1770s when he relocated to Virginia with his son John. Early in Georg Baumann's time in Virginia his name began to appear in official records as George Bowman.

The Barger Farm dates to the 1800s and originally stood in Botetourt County, Virginia. This farm and its surroundings represent the farms and landscapes created by the American descendants of the colonial immigrant-settlers from England, Ireland, and Germany. Farms such as this were often the homes of

those Americans who sought new opportunities further west and pushed the American frontier across the North American continent.

PRE VISIT CLASSROOM DISCUSSION

Making Predictions

Why do you think the people from Germany, Ireland, and England were emigrating, and why do you think there were going to America? Was it for economic, political, or social reasons? After investigating the agriculture, social history and geography of the areas, what are your predictions? The time periods were:

Germany – early 1700s

Ireland – early 1700s

England – late 1600s

Making Choices!

You are leaving for a new country. You do not know what your life will be like in this new country. It is likely you will never see your family and old friends again. You will be traveling on a crowded ship across the Atlantic Ocean for at least 14 weeks before you reach your destination. Choose three items to take with you to your new home and explain the importance of each item. Choose carefully, as you can not return to your home for more items!

How'd They Do That?

Farming in the 1800's was a tough job. Think about all the tools you would need to be a successful farmer and make a list. Compare that list to what today's farmers use. Do you think it would be easier being a farmer today or then? Give differing examples.

Hey Mom, What's For Dinner?

The early frontier settlers worked very hard, so they needed to eat much more than we do today. Think about where these people might have gotten their food and what types of food they ate. Do you think we eat the same food today? What do you think is different and why?

Our House Is A Very Fine House

Draw a picture of your house. Next to your picture make a list of what your house is built from. Take your picture and list with you when you come to the Museum and discover how houses were built and why they were built that way! See if there is a difference from houses today!



POST VISIT CLASSROOM DISCUSSION

What's Old is New Again!

Do you remember the tools on the farm site? Draw three or four of these old tools in one column and in the other column draw what they look like today! What difference do you see? Why do you think our tools today are different?

Mail a Postcard

On a large index card, draw a picture of your favorite thing from the Museum. On the back side write to a friend or family member about some of the things you saw on your field trip and what you learned! When you are all finished, mail your postcard to them.

Write a Short Story

Imagine that you had to leave behind your family, and you would never be able to see them again. Early American immigrants experienced this loss in order to create a better future for themselves and their family. Write a short story using examples and information you received during your Museum visit to create a short story.

Lights Camera Action!

Using what you saw and learned from your museum visit, create a play that depicts a day in the life of..... To make it manageable, choose one location such as the American Farm Site, English Farm Site etc. Have members of you class act out the parts!

